

ENR 8897 Research Proposal Symposium

Meeting Room: Agriculture Admin Bldg 247

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Course Description and Objectives

Rationale for offering this course:

This course provides instruction on designing and conducting research, and opportunities for critical reviews of student research proposals. Instruction focuses on devising appropriate research questions, grounding questions in existing theory, articulation of hypotheses, and ensuring methods are appropriate for addressing the research question and hypotheses proposed. Information will be presented on writing peer reviewed journal manuscripts. Students will develop a research proposal that ideally is on their graduate thesis and be presented in an oral presentation.

Student Performance Objectives:

As a consequence of this course, the participant will demonstrate the ability to:

1. Identify a research question, describe how their question(s) is grounded in existing theory, and articulate a plan (the proposal) for collecting the data needed to address their research question.
2. Develop the conceptual framework for writing peer-reviewed manuscripts.
3. Prepare and present a scientific research proposal, and engage in scholarly discussion about the proposal.

Methods of Instruction and Course Requirements

This course is divided into three parts. 1) students are introduced to concepts critical to formulating a good research proposal (e.g., what is science, what is the relationship between theory and a hypothesis, etc.) and provided with instruction on how to prepare a formal proposal. This will also include a module devoted to writing peer reviewed manuscripts. There will be assigned readings and associated in-class small group discussions. 2) During the second part of the course, students will not meet formally in class, but rather, are expected to use class time for the preparation of their proposal. 3) Finally, during the third part of the course students will turn in their pre-proposal that will be reviewed by a fellow classmate (double blind) to provide formal feedback on the research question, hypotheses and methods. An oral Power Point presentation of your pre-proposal will be given with feedback from all classmates using a standardized written review instrument that will be handed out.

Required Text:

Punch, Keith. *Developing Effective Research Proposals* Thousand Oaks, CA: Sage Publications. (there are three editions; any of them will be fine for the course.) Any additional readings will be provided for student use via Carmen/Canvas.

Grading:

This course is graded S/U. In order to attain a satisfactory grade, students must: (1) participate in class meetings, (2) write a satisfactory research proposal, and (3) present a satisfactory oral research proposal.

Notes: (1) If you have a course conflict, please consult with the instructor to arrange an accommodation. (2) If you will be entirely absent from a session, notify an instructor before hand.

Availability of Accommodations

If you need an accommodation based on the impact of a disability, you should contact the instructor to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. We rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, we encourage you to do so.

Academic Conduct

Submitting plagiarized work to meet academic requirements, including the representation of another's work or ideas as one's own; the unacknowledged use and/or paraphrasing of another person's work; and/or the inappropriate unacknowledged use of another person's ideas; and/or the falsification, fabrication, or dishonesty in reporting research results, shall be grounds for charges of academic misconduct.

Method of Dealing with a Language Barrier

This course will be conducted in English. The instructors do not have the resources necessary to evaluate non-English work. Students who have difficulty communicating in English are encouraged to seek assistance from sources outside the classroom. Arrangements can be made for enabling students with speech, hearing, or visual impairment to participate in the course, e.g., through assistance of transcribers or readers.